

Grade 5 Chapter 2	Domains: Number and Operations in Base Ten (NBT) Number and Operations in Base Ten – Fractions (NF)	Chapter 2 Target start date: Sept. 16-Oct. 3 14 Days
	CRITICAL AREA: Extending division to 2-digit divisors, integrating decimals fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations.	
How can you divide whole numbers?		
5.NBT.6 5.NBT.6 5.NBT.6 5.NBT.6 5.NBT.6 5.NBT.6 5.NF.3 5.NBT.6 5.NBT.6	Sequence of questions to explore <i>(also use as journal prompts)</i> 2.1 How can you tell where to place the first digit of a quotient without dividing? 2.2 How do you solve and check division problems? 2.3 How can you use base ten blocks to model and understand division of whole numbers? 2.4 How can you use partial quotients to divide by two-digit divisors? 2.5 How can you use compatible to estimate quotients? 2.6 How can you divide by two-digit divisors? 2.7 When solving a division problem, when do you write the remained as a fraction? 2.8 How can you adjust the quotient if your estimate is too high or too low? 2.9 How can the strategy “draw a diagram” help you solve a division problem?	Pose a variety of problem-types from CCSS, CGI, ECM, Unlock the Problem (Go Math), and Problem Solving (Go Math). • Use the YOU DO, WE DO, I DO format – Use the information on the instructional map to guide you. Number Talks • Focus on Category Two and Category Three problems pages 290-291 Workstations/Centers/Games • Grab and Go from the Go Math Resource • Intervention Options for Go Math • Tier II – Strategic Intervention Teacher Activity Guide • Tier III – Intensive Intervention User Guide http://mathinterventions.org/ Assessment Options Chapter Pre Test Mid Chapter Checkpoint Assessment Chapter Review Test Other options in Assessment Guide Online Assessments GO Math Resources
	Standards for Mathematical Practice CC.K-12.MP.1 Make sense of problems and persevere in solving them. CC.K-12.MP.4 Model with mathematics. CC.K-12.MP.7 Look for and make use of structure.	

Prior Map Resources: <http://lr5d5thgrade.wikispaces.com/home>

English Language Learners: <http://www.corestandards.org/assets/application-for-english-learners.pdf>

Grade 5 Chapter 4	Domains: Number and Operations in Base Ten (NBT) CRITICAL AREA: Extending division to 2-digit divisors, integrating decimals fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations.	Chapter 4 Target start date: Oct. 22-Nov. 6 10 Days
<h1>How can you solve decimal multiplication problems?</h1>		
5.NBT.2 5.NBT.7 5.NBT.2 & 7 5.NBT.2 & 7 5.NBT.7 5.NBT.7 5.NBT.2 & 7 5.NBT.2 & 7	<p style="text-align: center;">Sequence of questions to explore (also use as journal prompts)</p> <p>4.1 How can patterns help you place the decimal point in a product?</p> <p>4.2 How can you use a model to multiply a whole number and a decimal?</p> <p>4.3 How can you use drawings and place value to multiply a decimal and a whole number?</p> <p>4.4 How can you use expanded form and place value to multiply a decimal and a whole number?</p> <p>4.5 How can the strategy “draw a diagram” help you solve a decimal multiplication problem?</p> <p>4.6 How can you use a model to multiple decimals?</p> <p>4.7 What strategies can you use to place a decimal point in a product?</p> <p>4.8 How do you know you have the correct number of decimal places in your product?</p> <p style="text-align: center;">Standards for Mathematical Practice</p> <p>CC.K-12.MP.7 Look for and make use of structure.</p> <p>CC.K-12.MP.8 Look for and express regularity in repeated reasoning.</p>	<p><i>Pose a variety of problem-types from CCSS, CGI, ECM, Unlock the Problem (Go Math), and Problem Solving (Go Math).</i></p> <ul style="list-style-type: none"> • Use the YOU DO, WE DO, I DO format – Use the information on the instructional map to guide you. <p style="text-align: center;">Number Talks</p> <ul style="list-style-type: none"> • Focus on pages 269-275. Change numbers by putting in decimal points. <p>Workstations/Centers/Games</p> <ul style="list-style-type: none"> • Grab and Go from the Go Math Resource • <p style="text-align: center;">Intervention Options for Go Math</p> <ul style="list-style-type: none"> • Tier II – Strategic Intervention Teacher Activity Guide • Tier III – Intensive Intervention User Guide <p>http://mathinterventions.org/</p> <p style="text-align: center;">Assessment Options</p> <p>Chapter Pre Test Mid Chapter Checkpoint Assessment Chapter Review Test</p> <p>Other options in Assessment Guide Online Assessments</p> <p>GO Math Resources</p>
<p>Prior Map Resources: http://lr5d5thgrade.wikispaces.com/home</p> <p>English Language Learners: http://www.corestandards.org/assets/application-for-english-learners.pdf</p>		

Grade 5 Chapter 5	Domains: Number and Operations in Base Ten (NBT)	Chapter 5 Target start date: Nov. 7-Nov. 13 6 Days
	CRITICAL AREA: Extending division to 2-digit divisors, integrating decimals fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations.	

How can you solve decimal division problems?

	<p align="center">Sequence of questions to explore (also use as journal prompts)</p>	<p><i>Pose a variety of problem-types from CCSS, CGI, ECM, Unlock the Problem (Go Math), and Problem Solving (Go Math).</i></p> <ul style="list-style-type: none"> • Use the YOU DO, WE DO, I DO format – Use the information on the instructional map to guide you.
5.NBT.2	5.1 How can patterns help you place the decimal point in a quotient?	<p align="center">Number Talks</p> <ul style="list-style-type: none"> • Focus on pages 290-299. Change numbers by putting in decimal points.
5.NBT.7	5.2 How can you use a model to divide a whole number and a decimal?	
5.NBT.7	5.3 How can you estimate decimal quotients?	<p align="center">Workstations/Centers/Games</p> <ul style="list-style-type: none"> • Grab and Go from the Go Math Resource
5.NBT.2 & 7	5.4 How can you divide decimals by whole numbers?	
	The following lessons are optional and can be used to differentiate. This topic will be revisited in May	<p align="center">Intervention Options for Go Math</p> <ul style="list-style-type: none"> • Tier II – Strategic Intervention Teacher Activity Guide • Tier III – Intensive Intervention User Guide http://mathinterventions.org/
5.NBT.7	5.5 How can you use a model to divide decimals?	
5.NBT.2 & 7	5.6 How can you place the decimal point in the quotient?	<p align="center">Assessment Options</p> <p>Chapter Pre Test Mid Chapter Checkpoint Assessment Chapter Review Test</p> <p>Other options in Assessment Guide Online Assessments</p>
5.NBT.7	5.7 When do you write a zero in the dividend to find a quotient?	
5.NBT.7	5.8 How do you use the strategy “work backward” to solve multi-step decimal problems?	<p align="center">GO Math Resources</p>
	<p align="center">Standards for Mathematical Practice</p> <p>CC.K-12.MP.4 Model with mathematics.</p> <p>CC.K-12.MP.7 Look for and make use of structure.</p>	

Prior Map Resources: <http://lrsd5thgrade.wikispaces.com/home>

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Grade 5 Chapter 6	Domains: Number and Operations - Fractions (NF) CRITICAL AREA: Developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions).	Chapter 6 Target start date: Nov. 14-Nov. 26 9 Days
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How can you add and subtract fractions with unlike denominators?

	<p style="text-align: center;">Sequence of questions to explore (also use as journal prompts)</p> <p>5.NF.2 6.1 How can you use models to add fractions that have different denominators?</p> <p>5.NF.2 6.2 How can you use models to subtract fractions that have different denominators?</p> <p>5.NF.2 6.3 How can you make reasonable estimate of fraction sums and differences?</p> <p>AR 13 Pages TG49-TG52 AR Benchmark skill Common Factors and Simplest Form - Use Arkansas Transition Guide-</p> <p>5.NF.1 6.4 How can you rewrite a pair of fractions so that they have a common denominator?</p> <p>5.NF.1 6.5 How can you use a common denominator to add and subtract fractions with unlike denominators?</p> <p>5.NF.1 6.6 How can you add and subtract mixed numbers with unlike denominators?</p> <p>5.NF.1 6.7 How can you use renaming to find the differences of two mixed numbers?</p> <p>The following lessons are optional and can be used to differentiate. This topic will be revisited in May</p> <p>5.NF.1 6.8 How can you use addition or subtraction to describe a pattern or create a sequence with fractions?</p> <p>5.NF.2 6.9 How can the strategy "work backward" help you solve a problem with fractions that involves addition and subtraction?</p> <p>5.NF.1 6.10 How can properties help you add fractions with unlike denominators?</p> <p style="text-align: center;">Standards for Mathematical Practice</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively.</p> <p>CC.K-12.MP.4 Model with mathematics.</p>	<p>Pose a variety of problem-types from CCSS, CGI, ECM, Unlock the Problem (Go Math), and Problem Solving (Go Math).</p> <ul style="list-style-type: none"> Use the YOU DO, WE DO, I DO format – Use the information on the instructional map to guide you. <p style="text-align: center;">Number Talks</p> <ul style="list-style-type: none"> Estimating with fractions. $\frac{1}{2} + \frac{3}{4}$ = nearest whole number $1\frac{1}{4} + \frac{1}{2}$ = nearest whole number Close to 0, $\frac{1}{2}$, 1 <a href="http://mathjourneys.org/2012/04/19/close-to-0-12-or-1/<1/2,>1/2">http://mathjourneys.org/2012/04/19/close-to-0-12-or-1/<1/2,>1/2 http://lrstdmathjourneys.files.wordpress.com/2011/04/lessthanequalto20120605_0008.pdf <p>Workstations/Centers/Games</p> <ul style="list-style-type: none"> Grab and Go from the Go Math Resource http://mathjourneys.org/problem-bank/ <p style="text-align: center;">Intervention Options for Go Math</p> <ul style="list-style-type: none"> Tier II – Strategic Intervention Teacher Activity Guide Tier III – Intensive Intervention User Guide http://mathinterventions.org/ <p style="text-align: center;">Assessment Options</p> <p>Chapter Pre Test Mid Chapter Checkpoint Assessment Chapter Review Test Other options in Assessment Guide Online Assessments</p> <p>GO Math Resources</p>
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Grade 5 Chapter 7	Domains: Numbers and Operations-Fractions Operations and Algebraic Thinking (OA) CRITICAL AREA: Developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions)	Chapter 7 Target start date: Dec. 2- Dec. 10 7 Days
<h1>How do you multiply fractions?</h1>		
5.NF.4a 5.NF.4a 5.NF.4a 5.NF.4b 5.NF.4a 5.NF.5a & 5.NF.5b 5.NF.6 5.NF.5(a) and (b) 5.NF.4b 5.NF.5b	<p style="text-align: center;">Sequence of questions to explore (also use as journal prompts)</p> <p>7.1 How can you find a fractional part of a group?</p> <p>7.2 How can you use a model to show the product of a fraction and a whole number?</p> <p>7.3 How can you find the product of a fraction and a whole number without using a model?</p> <p>7.4 How can you use an area model to show the product of two fractions?</p> <p>7.6 How do you multiply fractions?</p> <p>7.8 How does the size of the product compare to the size of one factor when multiplying fractions greater than one?</p> <p>7.9 How do you multiply mixed numbers?</p> <p>The following lessons are optional and can be used to differentiate. This topic will be revisited in May</p> <p>7.5 How does the size of the product compare to the size of one factor when multiplying fractions?</p> <p>7.7 How can you use a unit tile to find the area of a rectangle with fractional side lengths?</p> <p>7.10 How can you use the <i>strategy guess, check and revise</i> to solve problems with fractions?</p> <p style="text-align: center;">Standards for Mathematical Practice</p> <p>CC.K-12.MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p>	<p>Pose a variety of problem-types from CCSS, CGI, ECM, Unlock the Problem (Go Math), and Problem Solving (Go Math).</p> <ul style="list-style-type: none"> • Use the YOU DO, WE DO, I DO format – Use the information on the instructional map to guide you. <p style="text-align: center;">Number Talks</p> <ul style="list-style-type: none"> • <p>Workstations/Centers/Games</p> <ul style="list-style-type: none"> • Grab and Go from the Go Math Resource • http://mathjourneys.org/problem-bank/ <p>Intervention Options for Go Math</p> <ul style="list-style-type: none"> • Tier II – Strategic Intervention Teacher Activity Guide • Tier III – Intensive Intervention User Guide <p>http://mathinterventions.org/</p> <p>Assessment Options</p> <p>Chapter Pre Test Mid Chapter Checkpoint Assessment Chapter Review Test</p> <p>Other options in Assessment Guide Online Assessments</p> <p>GO Math Resources</p>
<p>Prior Map Resources: http://lr5d5thgrade.wikispaces.com/home</p> <p>English Language Learners: http://www.corestandards.org/assets/application-for-english-learners.pdf</p>		

Grade 5 Algebra AR Standards	Algebra – Arkansas Frameworks Unit		Target start date: Dec. 11-Dec. 20 8 Days
	Expressions and Equations		
How do we represent real world problems using algebraic models?			
A.5.5.2 A.5.5.3 A.4.5.2 A.5.5.1	Sequence of questions to explore <i>(also use as journal prompts)</i> <i>For the following lessons, use the Go Math AR Transition Guide</i> AR 3 How can you use an algebraic expression to describe a situation? AR4 How can you use substitution to evaluate an expression? AR 5 How can you write a rule for a function? AR 6-7 How can you use models to solve simple equations? AR 8-9 Standards for Mathematical Practice CC.K-12.MP.4 Model with mathematics. CC.K-12.MP.2 Reason abstractly and quantitatively		Pose a variety of problem-types from CCSS, CGI, ECM, Unlock the Problem (Go Math), and Problem Solving (Go Math). • Use the YOU DO, WE DO, I DO format – Use the information on the instructional map to guide you.
			Number Talks •
			Workstations/Centers/Games • Grab and Go from the Go Math Resource • http://mathjourneys.org/problem-bank/
			Intervention Options for Go Math • Tier II – Strategic Intervention Teacher Activity Guide • Tier III – Intensive Intervention User Guide http://mathinterventions.org/
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			GO Math Resources
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Grade 5 Chapter 9	Domains: Measurement and Data Geometry and Operations and Algebraic Thinking	Chapter 9 Target start date: Jan. 7- Jan. 31 18 Days
	CRITICAL AREA: Developing understanding of volume	
How can you use line plots, coordinate grids and patterns to help you graph and interpret data?		
	Sequence of questions to explore (also use as journal prompts)	Pose a variety of problem-types from CCSS, CGI, ECM, Unlock the Problem (Go Math), and Problem Solving (Go Math).
5.MD.2	9.1 How can a line plot help you find an average with data given in fractions?	<ul style="list-style-type: none">Use the YOU DO, WE DO, I DO format – Use the information on the instructional map to guide you.
5.G.1	9.2 How can you identify and plot points on a coordinate grid?	
5.G.2	9.3 How can you use a coordinate grid to display data collected in an experiment?	
	Lesson AR 22 Pages TG85-TG88 AR Benchmark skill Analyze Double Graphs - Use Arkansas Transition Guide- Lesson AR 24 Pages TG93-TG96 AR Benchmark skill Stem and Leaf Plots and Histograms - Use Arkansas Transition Guide Lesson AR 25 Pages TG97-TG100 AR Benchmark skill Analyze Circle Graphs - Use Arkansas Transition Guide- Lesson AR 26 Pages TG101-TG104 AR Benchmark skill Draw Conclusions - Use Arkansas Transition Guide	Number Talks <ul style="list-style-type: none">
		Workstations/Centers/Games <ul style="list-style-type: none">Grab and Go from the Go Math Resource
5.G.2	9.4 How can you use a line graph to display and analyze real-world data?	Intervention Options for Go Math <ul style="list-style-type: none">Tier II – Strategic Intervention Teacher Activity GuideTier III – Intensive Intervention User Guide http://mathinterventions.org/
5.OA.3	9.5 How can you identify a relationship between two numerical patterns?	Assessment Options Chapter Pre Test Mid Chapter Checkpoint Assessment Chapter Review Test Other options in Assessment Guide Online Assessments
5.OA.3	9.6 How can you use the strategy solve a simpler problem to help you solve a problem with patterns?	
	Lesson AR 18 Pages TG69-TG72 AR Benchmark skill Find Probability - Use Arkansas Transition Guide- Lesson AR 19 Pages TG73-TG76 AR Benchmark skill Probability Experiments - Use Arkansas Transition Guide- Lesson AR 20 Pages TG77-TG80 AR Benchmark skill Represent Outcomes - Use Arkansas Transition Guide- Lesson AR 21 Pages TG81-TG84 AR Benchmark skill Mean, Median, Mode, and Range - Use Arkansas Transition Guide-	
5.OA.3	9.7 How can you write and graph ordered pairs on a coordinate grid using two numerical patterns?	GO Math Resources
	Standards for Mathematical Practice CC.K-12.MP.4 Model with mathematics. CC.K-12.MP.8 Look for and express regularity in repeated reasoning.	
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What strategies can you use to compare and convert measurements?

Sequence of questions to explore

(also use as journal prompts)

The first seven lessons should be review lessons – Evaluate your students to determine the amount of time needed to review the lessons.

Lesson AR 28 Pages TG109-TG112 AR Benchmark skill

Appropriate Tools and Units - Use Arkansas Transition Guide-

Lesson AR 29 Pages TG113-TG116 AR Benchmark skill Measure Length - Use Arkansas Transition Guide-

Lesson AR 31 Pages TG121-TG124 AR Benchmark skill Estimate and Measure Angles - Use Arkansas Transition Guide-

Lesson AR 37 Pages TG145-TG148 AR Benchmark skill Estimate Perimeter - Use Arkansas Transition Guide-

Lesson AR 38 Pages TG149-TG152 AR Benchmark skill Perimeter Formulas - Use Arkansas Transition Guide-

Lesson AR 39 Pages TG153-TG156 AR Benchmark skill Estimate Area - Use Arkansas Transition Guide-

Lesson AR 40 Pages TG157-TG160 AR Benchmark skill Find Area - Use Arkansas Transition Guide-

Lesson AR 42 Pages TG165-TG168 AR Benchmark skill Explore
Surface Area - Use Arkansas Transition Guide-

5.MD.1	10.1 How can you compare and convert customary units of length?
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5.MD.1	10. 2 How can you compare and convert customary units of capacity?
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5.MD.1	10.3 How can you compare and convert customary units of weight?
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5.MD.1	10.4 How can you solve multistep problems that include measurement conversions?
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5.MD.1	10.5 How can you compare and convert metric units?
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5.MD.1	10.6 How can you use the strategy make a table to help solve problems about customary and metric conversions?
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5.MD.1	10.7 How can you solve elapsed time problems by converting units of time?
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Standards for Mathematical Practice

CC.K-12.MP.1 Make sense of problems and persevere in solving them.

CC.K-12.MP.8 Look for and express regularity in repeated reasoning.

Pose a variety of problem-types from CCSS, CGI, ECM, Unlock the Problem (Go Math), and Problem Solving (Go Math).

- Use the YOU DO, WE DO, I DO format – Use the information on the instructional map to guide you.

Number Talks

- ### Workstations/Centers/Games
- Grab and Go from the Go Math Resource
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Intervention Options for Go Math

- Tier II – Strategic Intervention
Teacher Activity Guide
- Tier III – Intensive Intervention
User Guide

<http://mathinterventions.org/>

Assessment Options

- Chapter Pre Test
- Mid Chapter Checkpoint
- Assessment
- Chapter Review Test
- Other options in Assessment Guide
- Online Assessments

GO Math Resources

Grade 5 Chapter 11	Domains: Measurement and Data Geometry		Chapter 11 Target start date: Feb. 26 - Mar.20 16 Days
	CRITICAL AREA: Developing understanding volume		
How do unit cubes help you build solid figures and understand the volume of a rectangular prism?			
	Sequence of questions to explore (also use as journal prompts)		Pose a variety of problem-types from CCSS, CGI, ECM, Unlock the Problem (Go Math), and Problem Solving (Go Math). <ul style="list-style-type: none">Use the YOU DO, WE DO, I DO format – Use the information on the instructional map to guide you.
5.G.3	11.1 How can you identify and classify polygons?		Quick Draw <ul style="list-style-type: none">http://lrsd5thgrade.wikispaces.com/file/view/QD%20III%20figures%204%20pgs.pdf/259333558/QD%20III%20figures%204%20pgs.pdf
5.G.3 & 5.G.4	11.2 How can you classify triangles?		
5.G.4	11.3 How can you classify and compare quadrilaterals?		Workstations/Centers/Games <ul style="list-style-type: none">Grab and Go from the Go Math Resource
5.G.3	11.4 How can you use the strategy act it out to approximate whether the sides of a figure are congruent?		
5.MD.3	11.5 How can you identify, describe, and classify three-dimensional figures? Lesson AR 41 Pages TG161-TG164 AR Benchmark skill Build 3-Dimensional Shapes - Use Arkansas Transition Guide		Intervention Options for Go Math <ul style="list-style-type: none">Tier II – Strategic Intervention Teacher Activity GuideTier III – Intensive Intervention User Guide http://mathinterventions.org/
5.MD.3a	11.6 What is a unit cube and how can you use it to build a solid figure?		
5.MD.3b	11.7 How can you use unit cubes to find the volume of a rectangular prism?		Assessment Options Chapter Pre Test Mid Chapter Checkpoint Assessment Chapter Review Test Other options in Assessment Guide Online Assessments
5.MD.4	11.8 How can you use an everyday object to estimate the volume of a rectangular prism?		
5.MD.5a	11.9 How can you find the volume of a rectangular prism? The following lessons are optional and can be used to differentiate. This topic will be revisited in May		GO Math Resources
5.MD.5b	11.10 How can you use a formula to find the volume of a rectangular prism?		
5.MD.5b	11.11 How can you use the strategy make a table to compare different rectangular prisms with the same volume?		
5.MD.5c	11.12 How can you find the volume of rectangular prisms that are combined?		
Standards for Mathematical Practice CC.K-12.MP.1 Make sense of problems and persevere in solving them. CC.K-12.MP.8 Look for and express regularity in repeated reasoning.			
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Grade 5 Chapter 8	Domains: Numbers and Operations-Fractions Operations and Algebraic Thinking (OA)	Chapter 8 Target start date: April 14- May 2 15 Days
	CRITICAL AREA: Developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions)	

What strategies can you use to solve division problems?

5.NF.7a 5.NF.7b 5.NF.7b 5.NF.3 5.NF.7c 5.NF.7c	Sequence of questions to explore <i>(also use as journal prompts)</i> 8.1 How do you divide a whole number by a fraction and divide a fraction by a whole number? 8.2 How can the strategy <i>draw a diagram</i> help you solve division problems by writing a multiplication sentence? 8.3 How does a fraction represent division? 8.4 How can you divide fractions by solving a related multiplication sentence? 8.5 How can you use diagrams and writing story problems to represent division? Lesson AR 16 Pages TG61-TG64 AR Benchmark skill Fractions, Decimals, and Percents - Use Arkansas Transition Guide Lesson AR 43 Pages TG169-TG172 AR Benchmark skill Ratios and Rates - Use Arkansas Transition Guide Standards for Mathematical Practice CC.K-12.MP.2 Reason abstractly and quantitatively. CC.K-12.MP.4 Model with mathematics.	Pose a variety of problem-types from CCSS, CGI, ECM, Unlock the Problem (Go Math), and Problem Solving (Go Math). • Use the YOU DO, WE DO, I DO format – Use the information on the instructional map to guide you.
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		GO Math Resources

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